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ABSTRACT

This curriculum guide outlines a program designed for Blackfoot high school students in Alberta, Canada to study their Native language and culture. The curriculum is also appropriate for non-Native students. The guide discusses the history of the Blackfoot language and culture, stressing the preservation of Native culture through language. The goal of this program is to teach students to use words, sentence patterns, intonation patterns and social conventions that characterize the Blackfoot language in a social and cultural context. The guide includes general learner expectations covering: (1) listening and speaking skills and attitudes; (2) reading and writing skills and attitudes; (3) linguistic code; (4) learning strategies; (5) experience using the language; and (6) cultural attitudes. Also included are specific learner expectations that expand on the general learner objectives and serve as benchmarks to indicate stages in students' development of language and cultural proficiency. Specific learner expectations are divided into 3 levels of proficiency at which skills and concepts of increasing complexity are introduced. The curriculum covers content areas in human relationships, relationships to the natural environment and cultural lifestyles. Blackfoot 10 deals with aspects of the students' immediate environment; Blackfoot 20 assists students in developing an understanding of community relationships; and Blackfoot 30 expands students' world view and appreciation of cultural background. (LP)

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ED356916

# BLACKFOOT

# LANGUAGE AND CULTURE 10, 20, 30:

# PROGRAM OF STUDIES

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| | |
|---|---|
| Mary Collins | Supervisor of Native Programs, Northland School Division |
| Ruby Eagle Child | Principal, Stand Off Elementary School |
| Elaine Harasymiw | Program Manager, Second Languages, Language Services Branch, Alberta Education |
| Harriet Heavy Runner | Counsellor and Blackfoot Teacher, Cardston Junior High School |
| Adelaide Heavy Shields | Elder, Blood Reserve |
| Margaret Hind Man | Elder, Blood Reserve |
| Delphine Memnook | Assistant Supervisor of Native Programs, Northland School Division |
| Mitsuko Oishi | Consultant |
| Bernadette Pard | Blackfoot Curricular Assistant, Language Services Branch, Alberta Education |
| Susie Seguin | Teacher, Edmonton Catholic School District |
| John Sokolowski | Program Manager, Bilingual Programs/Native Languages, Language Services Branch, Alberta Education |
| Albert Wolf Child | Elder, Blood Reserve |

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# BLACKFOOT LANGUAGE AND CULTURE 10, 20, 30: PROGRAM OF STUDIES

## PREFACE

Since time immemorial, the Blackfoot people have spoken the Blackfoot language. The Blackfoot were a proud and powerful nation, respected by neighbouring tribes and feared by their enemies.

The lifestyle of the Blackfoot was to be in harmony with nature and with the Creator. Traditionally, the Blackfoot Elders were keepers of all knowledge, values and belief systems. Blackfoot children were educated orally, beginning in early infancy. Members of the child's immediate and extended family and community members were the teachers, who provided knowledge, skills, understanding, attitudes and a set of values for survival. Since culture was transmitted through the Blackfoot language, the language was the foundation of the culture.

When Europeans arrived, the Blackfoot people's traditional way of life was disrupted. The buffalo, the staff of life, was nearing extinction by the end of the 19th century and the Blackfoot were depending on staples in the trading posts. Traditional survival skills were less critical, and the Blackfoot value system was changing. At the end of the 19th century, the Blackfoot Confederacy was split into four groups – the Bloods, the Siksika, the North Peigans and the South Peigans (in the US) as a result of the Treaties signed at the time.

Although the Blackfoot were exposed to the English and the French languages at the time of contact and in ensuing years, the Blackfoot tended to learn the English language only for practical purposes such as trading. No one became fluent in the English language. When the Christian missionaries came at the turn of the century, however, formal training in the English language commenced. Even so, the Blackfoot retained their own language.

In the early years of residential schooling, Blackfoot students were not permitted to speak their mother tongue. Consequently, when those students became parents, they taught their children the English language. English became the common language of these families. The loss of the Blackfoot language among young people has climbed at a steady rate with each generation. Now, the majority of Blackfoot people speak only English.

The Blackfoot language has been a spoken language. Linguists and missionaries have, however, attempted to write the Blackfoot language. Until recently, the Blackfoot people have not had a desire to use their language in the written form.

# A. PHILOSOPHY AND RATIONALE

Language mirrors the culture of those who speak it. Language is not just a component of the culture; it is the channel through which all parts of a culture are expressed.

The Blackfoot people believed that the Creator gave them the Blackfoot language. Therefore, the Blackfoot language was to be treated and used with the utmost respect. The Blackfoot language has been the foundation of the culture and society for present and past generations and it should remain so for all future generations.

The Blackfoot people aim at achieving excellence in the education of each member of the tribe – a total learning experience which embraces spiritual, mental, physical and cultural aspects. Since education is a vehicle for transmitting knowledge and underlying values of a culture, education for Blackfoot children should stress the Blackfoot language, culture and values.

The inclusion of second languages in school programs is no longer an issue in the majority of countries around the world. Many leaders, educators and interested people have come to realize that international cooperation can come about only when people in each nation have developed an intimate knowledge and understanding of the other's language and culture.

Including the Blackfoot language in school programs is the wish of the Assembly of First Nations' leaders. They have stated that Native children must have the opportunity to learn their language, history and culture in the classroom. The Blackfoot wish to restore, preserve, protect and promote their language and cultural traditions, literature, histories, beliefs, values and identity by using, practicing and developing their mother tongue. They desire to see each young person become competent and proficient in speaking, reading and writing their native tongue.

The Blackfoot people, Elders and parents now want their children and grandchildren to learn the Blackfoot language. Young parents express a strong desire to learn Blackfoot in order to teach their children the language. Elders relate their stories and advice in the Blackfoot language. The Elders express their concern that the young people no longer understand and speak the Blackfoot language.

The Blackfoot language has been introduced in southern Alberta school systems, mainly in oral form. However, there has been a need for a curricular program for Blackfoot language teachers and school administrators. Blackfoot 10, 20, 30 will facilitate learning experiences for Native students and help them increase their knowledge of their own language, beliefs and culture. For non-Native learners, the program will provide awareness and understanding of another culture. Study of the Blackfoot language will help students become critical thinkers by providing them with a framework for skill development. As a result of the study of the language, Native and non-Native students will realize the important role that Native people have played in the history of Alberta and of the Canadian nation.

Studying a second language provides a new experience. It enlarges the students' horizons by introducing a new way of communicating and a new cultural pattern. Students increase their ability to understand a second language through enjoyable and functional interaction with people of another culture. They develop a new understanding of language by studying the structure of language. They also gain a new perspective on their first language and increase their vocabulary and self-expression. They expand and deepen their knowledge of another community, which often leads to a clearer view of their own culture and adjustment to the concept of differences between cultures.

Teaching the Blackfoot language will help to prevent its extinction. In summary, Blackfoot 10, 20, 30 should serve as a means to fulfill the expressed needs of the Blackfoot people while promoting intercultural communication.

The purpose of this program is to outline a curriculum which will help students develop the skills necessary to communicate in the Blackfoot

language. Language is acquired through interaction with others. The program allows the students to meet and use language in a variety of social and cultural situations. The program teaches knowledge, skills and attitudes in meaningful contexts. The students' contacts with people, things, events and ideas of the world around them serve as the base for language development. Blackfoot 10, 20, 30 covers content areas in human relationships, relationships to the natural environment and cultural lifestyles. Blackfoot 10 deals with aspects of the students' immediate environment; Blackfoot 20 assists them to develop an understanding of community relationships; and, Blackfoot 30 expands their world view.

Because the students will have had varying degrees of exposure to Blackfoot culture, the teacher will choose experiences for language development that reflect the interests and needs of the students as well as their communities.

The cultural component thread that runs throughout the three levels develops the students' self-esteem; opens doors to job opportunities that require a knowledge of a Native language; and, builds their tolerance and understanding for other Native and non-Native cultures. It helps the students to know and understand the values, beliefs, customs and mores of the Blackfoot culture both from a contemporary and an historical perspective. It prepares the students to communicate with the older generations of the Blackfoot people – the parents and the Elders. By knowing the language and using it, the students help to keep the language and culture alive.

A reading and writing component has been included in the program for two reasons. First, it is hoped that it can be used as a tool to reinforce the oral language skills of the students; second, it is hoped that written Blackfoot will increase the functional uses of the Blackfoot language in the future. This component is based on the recent works of linguists working with the language.

Blackfoot 10, 20, 30 leads the students through stages of linguistic development. The program follows the general principles of language learning by introducing skills and concepts of increasing complexity as students move from level 10 to 30. Through listening and reading, students build an increasing repertoire of knowledge and receive input from others. Full comprehension, however, involves generating factual, inferential, critical and creative ideas. By developing skills for locating, selecting, organizing and sequencing ideas in oral and written language, students come to understand how the language functions. Language competence is the expected end product of Blackfoot 10, 20, 30. Therefore, the program helps students use words, sentence patterns, intonation patterns and social conventions that characterize the Blackfoot language in a social and cultural context.

## B. GENERAL LEARNER EXPECTATIONS

The general learner expectations describe, in broad terms, what knowledge, skills and attitudes students should be able to demonstrate as a result of their learning experiences in the Blackfoot language and culture program.

The expectations for this program are:

1. Listening and Speaking Skills and Attitudes

   Students will be able to comprehend the spoken communications of others and express themselves orally while interacting in situations where the Blackfoot language is used.

2. Reading and Writing Skills and Attitudes

   Students will be able to comprehend written language and express themselves in writing in situations where the Blackfoot language is used.

3. Linguistic Code

   Students will be able to apply the Blackfoot linguistic code with increasing accuracy as they use the Blackfoot language to communicate (listen, speak, read and write).

4. Learning Strategies

   Students will be able to use basic learning strategies to derive or communicate meaning in the Blackfoot language.

5. Experience Using the Language

   Students will demonstrate an ability to use language in the context of experiences taken from their everyday lives as well as from the Blackfoot culture.

6. Cultural Attitudes

   Students will demonstrate a positive self-concept, confidence, pride and self-esteem as a result of knowing and experiencing the Blackfoot language and culture.

## C. SPECIFIC LEARNER EXPECTATIONS

The specific learner expectations on the following pages expand on each of the general learner expectations. They are explicit statements about what students are expected to achieve. The expectations serve as benchmarks to indicate stages in students' development of their language and cultural proficiency.

The expectations move the students from concrete and familiar knowledge to more abstract and applied knowledge. They also move the students from the skills required to interact in controlled or predictable situations to those requiring more spontaneous and creative interaction.

### REQUIRED AND ELECTIVE COMPONENTS

The instructional time for the Blackfoot 10, 20, 30 program is to be allocated as follows:

- 80% required component
- 20% elective component.

The **required component** of the program consists of all the language and cultural expectations outlined in the program statement.

The **elective component** of the program consists of language and cultural expectations which permit the teacher to:

- remediate or reinforce skills, concepts and attitudes from the required component
- extend or enrich the program to meet particular student or Blackfoot community interests
- meet the instructional needs of minority students, who may be either students whose first language is Blackfoot or students learning Blackfoot as a second language.

# LEARNER EXPECTATIONS – BLACKFOOT LANGUAGE AND CULTURE 10, 20, 30

## Blackfoot Language and Culture General Learner Expectation 1: Listening and Speaking Skills and Attitudes

Students will be able to comprehend the spoken communications of others and express themselves orally while interacting in situations where the Blackfoot language is used.

| Blackfoot 10<br>Listening and Speaking | Blackfoot 20<br>Listening and Speaking | Blackfoot 30<br>Listening and Speaking |
|---|---|---|
| 1.1 Students will be able to comprehend and speak in language experiences where:<br>• the topic is familiar and interesting to the students<br>• actions and language are predictable, repetitive or structured<br>• body and verbal language are informal<br>• the audience is sympathetic, and speakers use simple sentences, clearly and at normal speed<br>• the Blackfoot cultural content is related to the Blackfoot 10 program. | 1.1 Students will be able to comprehend and speak in language experiences where:<br>• the topic is familiar to the students<br>• actions and language are predictable and/or routine<br>• information and interaction is less structured than in Blackfoot 10<br>• body and verbal language are informal<br>• the audience is sympathetic, and speakers use simple sentences, clearly and at normal speed<br>• the Blackfoot cultural content and activities are related to the Blackfoot 20 program. | 1.1 Students will be able to comprehend and speak in language experiences where:<br>• the topic is less controlled than in Blackfoot 10 and 20<br>• actions and language are predictable but less structured than in Blackfoot 10 and 20<br>• Blackfoot cultural content and activities are related to the Blackfoot 30 program<br>• language is formal and/or informal (speeches, counselling, prayers)<br>• the audience is neutral, speaking in a way that fits the context. |
| 1.2 Students will be able to communicate in language experiences:<br>• by comprehending and speaking intelligible words, phrases, simple sentences and expressions appropriate to the social and cultural context<br>• by paying more attention to meaning than to accuracy of form<br>• with poise and animation<br>• by using appropriate body language. | 1.2 Students will be able to communicate in language experiences:<br>• by comprehending and speaking intelligible words, phrases, simple sentences and expressions appropriate to the social and cultural context<br>• by paying attention to meaning, and beginning to pay increasing attention to accuracy of form<br>• with poise and animation<br>• by using appropriate body language. | 1.2 Students will be able to communicate in language experiences:<br>• by comprehending and speaking intelligible complex sentences and expressions appropriate to the social and cultural context<br>• by paying increasing attention to accuracy of form<br>• with poise and animation<br>• by using appropriate body language. |

**Blackfoot Language and Culture General Learner Expectation 1: Listening and Speaking Skills and Attitudes (cont'd)**

Students will be able to comprehend the spoken communications of others and express themselves orally while interacting in situations where the Blackfoot language is used.

| Blackfoot 10<br>Listening and Speaking | Blackfoot 20<br>Listening and Speaking | Blackfoot 30<br>Listening and Speaking |
|---|---|---|
| 1.3 Students will be able to comprehend and speak in different situations to achieve the following communicative purposes:<br>• asking questions and giving simple answers: who, what, when, where, why<br>• understanding and providing descriptions<br>• understanding and giving commands<br>• understanding and expressing simple feelings and attitudes. | 1.3 Students will be able to comprehend and speak in different situations to achieve the following communicative purposes:<br>• requesting and reporting information<br>• providing simple explanations<br>• initiating discussions<br>• meeting routine needs<br>• engaging in simple social conversations. | 1.3 Students will be able to comprehend and speak in different situations to achieve the following communicative purposes:<br>• discussing and debating<br>• solving problems<br>• exploring and critically evaluating ideas<br>• gaining and expressing insights<br>• brainstorming<br>• understanding and expressing more subtle and complex feelings and attitudes than in Blackfoot 10 and 20. |
| 1.4 Students will understand and produce simple oral text on familiar topics in the form of narratives, legends and myths, short stories, anecdotes, prayers, songs and poetry. | 1.4 Students will understand and produce simple oral text on somewhat unfamiliar topics in the form of legends and myths, short stories, anecdotes, narratives, prayers, songs, poetry, Blackfoot radio and other media forms. | 1.4 Students will understand and produce oral text on topics that are new to them in the form of legends and myths, short stories, anecdotes, narratives, prayers, songs, poetry, Blackfoot radio and other media forms, and Elders' talk (history, legends, counsel). |
| 1.5 Students will be able to tolerate some ambiguity or uncertainty, in their own minds and in the minds of others, while taking part in language experiences appropriate for Blackfoot 10. | 1.5 Students will be able to tolerate some ambiguity or uncertainty, in their own minds and in the minds of others, while taking part in language experiences appropriate for Blackfoot 20. | 1.5 Students will be able to tolerate some ambiguity or uncertainty, in their own minds and in the minds of others, while taking part in language experiences appropriate for Blackfoot 30. |
| 1.6 Students will take risks in attempting to communicate with others. | 1.6 Students will take risks in attempting to communicate with others. | 1.6 Students will take risks in attempting to communicate with others. |
| 1.7 Students will take risks in attempting to understand others. | 1.7 Students will take risks in attempting to understand others. | 1.7 Students will take risks in attempting to understand others. |
| 1.8 Students will demonstrate awareness of and respect for the courtesies of interaction in language experiences appropriate to Blackfoot 10. | 1.8 Students will practice the courtesies of interaction in language experiences appropriate to Blackfoot 20. | 1.8 Students will practice the courtesies of interaction in language experiences appropriate to Blackfoot 30. |
| | | 1.9 Students will demonstrate awareness and appreciation of the Blackfoot oral tradition and effective Blackfoot oral communication styles. |

## Blackfoot Language and Culture General Learner Expectation 2: Reading and Writing Skills and Attitudes

Students will be able to comprehend written language and express themselves in writing in situations where the Blackfoot language is used.

| Blackfoot 10<br>Reading and Writing | Blackfoot 20<br>Reading and Writing | Blackfoot 30<br>Reading and Writing |
|---|---|---|
| 2.1 Students will associate Blackfoot sounds with standard Roman orthography when using words, phrases and simple sentences (vowels, consonants, syllables, intonation, glottal stops). | 2.1 Students will read Blackfoot language written in standard Roman orthography with increasingly accurate comprehension and increasing speed. | 2.1 Students will read Blackfoot language written in standard Roman orthography with increasing accuracy of comprehension and increasing speed. |
| 2.2 Students will understand simple written texts on familiar topics, in the form of narratives, legends and myths, short stories, prayers, songs and poetry. | 2.2 Students will understand simple written texts on somewhat unfamiliar topics, in the form of narratives, legends and myths, short stories, prayers, songs, poetry and various Blackfoot print media. | 2.2 Students will understand written texts on topics that are new to them, in the form of narratives, legends and myths, short stories, prayers, songs, poetry, Blackfoot radio and other media forms, and written forms of Elders' talk (history, legends, counsel). |
| 2.3 Students will accurately write Blackfoot sounds in standard Roman orthography, when using words, phrases and simple sentences. | 2.3 Students will write simple sentences and short paragraphs in Blackfoot, using standard Roman orthography with increasing speed and accuracy. | 2.3 Students will write in Blackfoot, using standard Roman orthography with increasing speed and accuracy. |
| 2.4 Students will write letters, poetry, songs, prayers, short stories, narratives and descriptions on familiar topics, using short, simple sentences. | 2.4 Students will write texts of increasing complexity, length and content in the form of letters, poetry, songs, prayers, short stories, narratives, descriptions, family histories, autobiographies and simple reports. | 2.4 Students will write texts of increasing complexity in the form of letters, poetry, songs, prayers, short stories, narratives, descriptions, oral histories, transcriptions of legends and oral prose, biographies, reports and short essays. |
| 2.5 Students will tolerate some ambiguity or uncertainty while reading text appropriate for Blackfoot 10. | 2.5 Students will tolerate some ambiguity or uncertainty while reading text appropriate for Blackfoot 20. | 2.5 Students will tolerate some ambiguity or uncertainty while reading text appropriate for Blackfoot 30. |
| 2.6 Students will take risks in attempting to comprehend written text appropriate to Blackfoot 10. | 2.6 Students will take risks in attempting to comprehend written text appropriate to Blackfoot 20. | 2.6 Students will take risks in attempting to comprehend written text appropriate to Blackfoot 30. |
| 2.7 Students will take risks in attempting to write text appropriate to Blackfoot 10. | 2.7 Students will take risks in attempting to write text appropriate to Blackfoot 20. | 2.7 Students will take risks in attempting to write text appropriate to Blackfoot 30. |

## Blackfoot Language and Culture General Learner Expectation 3: Linguistic Code

Students will be able to apply the Blackfoot linguistic code with increasing accuracy as they use the Blackfoot language to communicate (listen, speak, read and write). (The teacher will aim for initial broad exposure to grammar and work toward mastery over time.)

| Blackfoot 10 Linguistic Code | Blackfoot 20 Linguistic Code | Blackfoot 30 Linguistic Code |
|---|---|---|
| 3.1 Phonology: Students will be able to use their knowledge of Blackfoot phonology to comprehend and express themselves with increasing accuracy in language experiences. | 3.1 Phonology: Students will be able to use their knowledge of Blackfoot phonology to comprehend and express themselves with increasing accuracy in language experiences. | 3.1 Phonology: Students will be able to use their knowledge of Blackfoot phonology to comprehend and express themselves with increasing accuracy in language experiences. |
| 3.2 Lexicon: Students will be able to use their knowledge of the Blackfoot lexicon to comprehend and express themselves with increasing accuracy in language experiences appropriate to Blackfoot 10:<br>• content words from language experiences<br>• notions and functions appropriate to language experiences. | 3.2 Lexicon: Students will be able to use their knowledge of the Blackfoot lexicon to comprehend and express themselves with increasing accuracy in language experiences appropriate to Blackfoot 20:<br>• content words from language experiences<br>• syntax<br>• semantics<br>• notions and functions appropriate to language experiences. | 3.2 Lexicon: Students will be able to use their knowledge of the Blackfoot lexicon to comprehend and express themselves with increasing accuracy in language experiences appropriate to Blackfoot 30:<br>• content words from language experiences<br>• syntax<br>• semantics<br>• notions and functions appropriate to language experiences. |
| 3.3 Grammar: Students will be able to use their knowledge of Blackfoot grammar to comprehend and express themselves with increasing accuracy in language experiences:<br>• gender: animate/inanimate<br>• nouns: plural, animate/inanimate<br>• verb tenses: present/past/future<br>• affirmative/negative<br>• pronouns: demonstrative, relative, interrogative, object and possessive case, singular and plural personal pronouns. | 3.3 Grammar: Students will be able to use their knowledge of Blackfoot grammar to comprehend and express themselves with increasing accuracy in language experiences:<br>• nouns: particular/non-particular, subject, object<br>• present perfect, past perfect, future perfect tenses<br>• negative forms of above verbs<br>• verb phrases<br>• adverbs<br>• adjectives, prepositions, comparison, indefinite and reflexive pronouns, case forms, modals. | 3.3 Grammar: Students will be able to use their knowledge of Blackfoot grammar to comprehend and express themselves with increasing accuracy in language experiences:<br>• progressive verb tense<br>• complex adverbs<br>• complex question forms<br>• conjunctions<br>• verb phrases and clauses<br>• verbs: imperative, indicative and subjunctive. |
| | 3.4 Morphology: Students will be able to use their knowledge of Blackfoot morphology to comprehend and express themselves with increasing accuracy in language experiences:<br>• inflection<br>• derivatives. | 3.4 Morphology: Students will be able to use their knowledge of Blackfoot morphology to comprehend and express themselves with increasing accuracy in language experiences:<br>• inflection<br>• derivatives. |

## Blackfoot Language and Culture General Learner Expectation 4: Learning Strategies

Students will be able to use basic learning strategies to derive or communicate meaning in the Blackfoot language.

| Blackfoot 10 Learning Strategies | Blackfoot 20 Learning Strategies | Blackfoot 30 Learning Strategies |
|---|---|---|
| 4.1 Students will watch and listen for clues to meaning in the context by:<br>• identifying familiar words, phrases or expressions<br>• identifying what is familiar about the context. | 4.1 Students will watch and listen for clues to meaning in the context by:<br>• identifying familiar sentence structures. | 4.1 Students will watch, listen and read for clues to meaning in the context. |
| 4.2 Students will construct meaning by:<br>• identifying or expressing purpose or main idea<br>• recognizing logical and temporal sequence. | 4.2 Students will construct meaning by:<br>• identifying or expressing main ideas and supporting ideas<br>• summarizing or outlining<br>• using temporal and logical sequence. | 4.2 Students will construct meaning by:<br>• recognizing and using metaphors<br>• paraphrasing<br>• translating<br>• making inferences<br>• interpreting. |
| 4.3 Students will guess the meaning on the basis of what they can understand or recognize. | 4.3 Students will guess the meaning on the basis of what they can understand or recognize. | 4.3 Students will guess the meaning on the basis of what they can understand. |
| 4.4 Students will demonstrate an ability to use basic strategies to derive or communicate meaning by:<br>• using appropriate expressions to show lack of understanding<br>• recognizing when others do not understand. | 4.4 Students will demonstrate an ability to use basic strategies to derive or communicate meaning by:<br>• recognizing when others do not understand and attempting to re-establish communication. | 4.4 Students will demonstrate an ability to use basic strategies to derive or communicate meaning by:<br>• asking appropriate and effective questions to get clarification<br>• paraphrasing or summarizing communications of others to check for understanding<br>• recognizing when others do not understand. |
| 4.5 Students will use appropriate methods to complete a message by:<br>• using the first language<br>• getting help<br>• using alternative words or phrases. | 4.5 Students will use appropriate methods to complete a message when they do not know certain words or phrases by:<br>• using alternative words or phrases<br>• breaking message into smaller parts. | 4.5 Students will use appropriate methods to complete a message when they do not know certain words or phrases by:<br>• using alternative words or phrases<br>• breaking message into smaller parts. |
| 4.6 Students will plan their own learning and monitor their own progress. | 4.6 Students will plan their own learning and monitor their own progress. | 4.6 Students will plan their own learning and monitor their own progress. |

## Blackfoot Language and Culture General Learner Expectation 5: Experience Using the Language

Students will demonstrate an ability to use language in the context of experiences taken from their everyday lives as well as from the Blackfoot culture. (The teacher will choose from the following content to meet the individual instructional needs of the students.)

### Blackfoot 10 Experience Using the Language

#### Becoming Familiar with One's World

5.1 **Human Relationships**

Students will demonstrate awareness of relationships in Blackfoot families.

Students will demonstrate a growing appreciation of their families in their various contexts.

Students will begin to comprehend the Blackfoot language as it is used in family interactions and activities or in describing family members and their roles.

- Family as a Kinship Unit
  - nuclear family members, roles, responsibilities
  - extended family members, roles, responsibilities
- Family as a Social Unit
  - social conventions
  - social activities
  - social responsibilities
  - patterns of interaction and communication
  - education
  - hobbies, interests, leisure, recreation
  - health
  - beliefs/religion
  - political membership

### Blackfoot 20 Experience Using the Language

#### Developing an Understanding of One's World

5.1 **Human Relationships**

Students will demonstrate understanding of the roles and relationships between themselves and the Blackfoot community.

Students will begin to use the Blackfoot language to interact in various relationships in the Blackfoot community.

- Community Services
  - health
  - drugs and alcohol abuse
  - friendship centres
  - policing
  - employment agencies
  - other
- Economy
  - retail
  - agriculture
  - manufacturing industry
  - construction
  - service
- Education
  - types of schools
  - staff and students
  - services
  - other
- Government
  - band or municipal government
  - roles and functions
  - other

### Blackfoot 30 Experience Using the Language

#### Expanding One's World View

5.1 **Human Relationships**

Students will demonstrate understanding of various social issues as they affect themselves.

Students will begin to use the Blackfoot language to express and explore ideas and feelings while studying these social issues:

- Electoral Process
- Judicial System
- Band or Federally Controlled Schools
- Rural or Urban Lifestyles
- Native Contributions to Technology
- Personalities in Sports
- Olympics
- Religious Beliefs and Practices
- Health Issues
- Issues from History (pioneers, traders, North-West Mounted Police, missionaries)
- Other.

## Blackfoot Language and Culture General Learner Expectation 5: Experience Using the Language (cont'd)

Students will demonstrate an ability to use language in the context of experiences taken from their everyday lives as well as from the Blackfoot culture.

| Blackfoot 10<br>Experience Using the Language | Blackfoot 20<br>Experience Using the Language | Blackfoot 30<br>Experience Using the Language |
|---|---|---|
| 5.1 **Human Relationships (cont'd)**<br>• Family as an Economic Unit<br>- livelihood<br>- buying<br>- food<br>- clothing<br>- shelter<br>- transportation<br>• Family in a Community Setting<br>- rural<br>- urban. | 5.1 **Human Relationships (cont'd)**<br>• Sports<br>- role models<br>- various activities<br>- other<br>• Recreation<br>- organizations<br>- various activities<br>• Religion<br>- denominations<br>- beliefs<br>- other. | |
| 5.2 **Relationship to the Natural Environment**<br>Students will demonstrate awareness and knowledge of their immediate environment.<br><br>Students will begin to comprehend the Blackfoot language as it is used in activities dealing with the immediate environment or in identifying and describing aspects of the immediate environment.<br><br>• Plant and Animal Identification<br>• Weather<br>• Seasons<br>• Time<br>• Simple Geographic Features. | 5.2 **Relationship to the Natural Environment**<br>Students will demonstrate understanding of man's relationship to the environment.<br><br>Students will begin to use the Blackfoot language to identify and describe concepts dealing with man's relationship to the environment.<br><br>• Science<br>- human body<br>- animal species<br>- systems of measurement<br>• The Native Reserve<br>- people<br>- location<br>- geography<br>- demography<br>- maps<br>- economy<br>- climate<br>• Other. | 5.2 **Relationship to the Natural Environment**<br>Students will be able to apply their knowledge of man's relationship to the natural environment in ways that are personally meaningful in the area of science and technology.<br><br>• Science and Technology<br>- pollution – sources and effects<br>- respect and care for the environment<br>- geographic features of the environment<br>• Travel<br>- air<br>- land<br>- water<br>• Other. |

## Blackfoot Language and Culture General Learner Expectation 5: Experience Using the Language (cont'd)

Students will demonstrate an ability to use language in the context of experiences taken from their everyday lives as well as from the Blackfoot culture.

### Blackfoot 10
### Experience Using the Language

5.3 **Cultural Lifestyles**

Students will recognize and appreciate the important role of Blackfoot culture in their daily lives as they experience it directly or indirectly.

- Food
- Customs
  - ceremonies
  - rituals
  - celebrations
- Arts
  - crafts
  - art
  - music
  - dance
- Legends and Mythology
- Spirituality and Beliefs

### Blackfoot 20
### Experience Using the Language

5.3 **Cultural Lifestyles**

Students will begin to perceive Blackfoot culture from a contemporary and historical perspective.

- Communication
  - Native newspapers
  - oral tradition: legends, jokes, origin stories
  - pictographs
- Technology
  - survival versus craft
  - clothing
  - shelter
  - food
- Geneology
- Special Holidays
- Values
- Education
  - residential schools
  - provincial schools
  - band controlled schools
- Other

### Blackfoot 30
### Experience Using the Language

5.3 **Cultural Lifestyles**

Students will understand and appreciate contemporary Blackfoot lifestyles through the study of its origins.

- Pre-Contact Culture and History
  - major events
  - chronology of Native history
  - biographies of famous Native figures
  - pre-literate education
- Contemporary Culture and History
  - chronology of contemporary Native events
  - study of other North American tribes
  - Native organizations and societies
  - values and mores
  - healing practices
- Other



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**Blackfoot Language and Culture General Learner Expectation 6: Cultural Attitudes**

Students will demonstrate a positive self-concept, confidence, pride and self-esteem as a result of knowing and experiencing the Blackfoot language and culture.

| Blackfoot 10<br>Cultural Attitudes | Blackfoot 20<br>Cultural Attitudes | Blackfoot 30<br>Cultural Attitudes |
|---|---|---|
| 6.1 Students will demonstrate an appreciation of Blackfoot values and beliefs related to responsibility for family members. | 6.1 Students will demonstrate an appreciation of Blackfoot values and beliefs related to responsibility for community members. | 6.1 Students will demonstrate an appreciation for Native philosophy and values related to global citizenship. |
| 6.2 Students will demonstrate an appreciation of Blackfoot art forms. | 6.2 Students will demonstrate an appreciation of Blackfoot art forms through participation. | 6.2 Students will demonstrate an appreciation of Blackfoot art forms by participating creatively in Blackfoot and other Native arts. |
| 6.3 Students will understand and accept differences in race and culture among their acquaintances and family. | 6.3 Students will understand and accept differences in race and culture in the community or on the reserve. | 6.3 Students will demonstrate tolerance and understanding of both Native and non-Native cultures. |
| 6.4 Students will pursue independently personal development in language and culture in the immediate environment. | 6.4 Students will pursue independently personal development in language and culture in the community. | 6.4 Students will pursue independently personal development in language and culture outside the community. |
| 6.5 Students will demonstrate willingness to promote the development of the Blackfoot language and culture. | 6.5 Students will demonstrate willingness to promote the development of the Blackfoot language and culture. | 6.5 Students will demonstrate willingness to promote the development of the Blackfoot language and culture. |
| 6.6 Students will demonstrate willingness to participate in cultural activities. | 6.6 Students will demonstrate willingness to participate in cultural activities, and to get others involved as well. | 6.6 Students will demonstrate willingness to participate in cultural activities, and to get others involved as well. |